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REMOVAL OF STUDENTS FROM PHYSICAL EDUCATION FOR RESPONSE
TO INTERVENTION ON STUDENTS DEVELOPMENT OF
PERSONAL AND SOCIAL RESPONSIBILITY

MORGAN MATSON (NEE LEFFEL)

31 Pages

Physical education is an essential component of the psychomotor, affective, and cognitive development of students. Teachers have used skill and game play to enhance the development of students' personal and social responsibility. The purpose of this study was to examine the effects of being pulled from physical education class for RtI services has on the personal and social development of students. The participants were fifth-grade students from a small, mid-western, rural town, ages 10-11. Data was collected in three different ways: a survey, exit slips, and an informal observation checklist conducted by the researcher. The survey analyzed students opinions of physical education and how they felt if they missed class. The exit slips analyzed personal and social responsibilities they learn in physical education during a daily lesson. The informal observation came from the researcher watching the class to see if students were demonstrating good personal and social responsibility. Data was analyzed and compared among all three data points for support of the thesis. Findings have implications that students who are pulled from physical education (PE) class for RtI miss out on key personal and social development. Results show that students who participated in physical education class during the scheduled time had a higher percentage of demonstrated desired behaviors over students who

were pulled for RtI. Administrators should consider the support to correct scheduling conflicts between PE and RtI so students are no longer pulled from PE class.

KEYWORDS: personal and social responsibility, Response to Intervention (RtI), Social Emotional Learning (SEL), Physical Education

REMOVAL OF STUDENTS FROM PHYSICAL EDUCATION FOR RESPONSE

TO INTERVENTION ON STUDENTS DEVELOPMENT OF

PERSONAL AND SOCIAL RESPONSIBILITY

MORGAN MATSON (NEE LEFFEL)

A Thesis Submitted in Partial
Fulfillment of the Requirements
for the Degree of

MASTER OF SCIENCE

School of Kinesiology and Recreation

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2019

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REMOVAL OF STUDENTS FROM PHYSICAL EDUCATION FOR RESPONSE

TO INTERVENTION ON STUDENTS DEVELOPMENT OF

PERSONAL AND SOCIAL RESPONSIBILITY

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M.M.

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CHAPTER I: REMOVAL OF STUDENTS FROM PHYSICAL EDUCATION FOR
RESPONSE TO INTERVENTION ON STUDENTS DEVELOPMENT
OF PERSONAL AND SOCIAL RESPONSIBILITY

Introduction

Obesity is a continuing health issue among the younger generation in the United States. According to the Center of Disease Control (CDC, 2015) the percentage of children with obesity in the United States has more than tripled since the 1970s and about one in five school-aged children (ages 6–19) suffers from obesity. Adolescents who live a sedentary life are becoming more the rule than the exception in the United States. One factor contributing to decreases in physical activity is the continued attempts to decrease physical education (PE) in K-12 schools. Decreases in daily time spent in physical activity (PA) can impact K-12 students' academic efforts which is counterproductive to reasoning used to advocate cutting physical education time (Okseon, 2012). K.T. Lee described one reason to eliminate PE is the need to allow students to spend increased instructional time on academic courses to meet the mandates of the new national policy Every Student Succeeds Act (ESSA) (Lee, 2017). Lee goes on to say that academic benefits of physical activity could outweigh the health benefits, yet there are still schools cutting back physical education programs and engaging in the practice of pulling students from PE class to provide academic interventions (2017).

In another study, students who failed to run the mile in the time range established for their age scored significantly lower on standardized math, reading, and language tests than students who scored within the healthy fitness zone (HFZ) (Burke, 2010). Therefore, adolescent test scores in state standardized tests increase when students PA and aerobic fitness increase. With all this being said, this research only states the numbers and facts but does not explain the effect of students who

are being pulled out of physical education, thus missing out on the experience of what PE class can bring them including learning in the psychomotor, cognitive and affective domains.

One area that relates to students' affective development through physical education is the development of personal and social responsibility. PE is not only about getting students to engage in physical activity, but it provides an opportunity to teach students how to be healthy through their life as well as other important characteristics like being a good teammate and overall good person to those around them and cultivating the whole person (Hellison, 2003). Sport and physical activity provide great opportunities for practicing things such as decision making, helping and leading others, on-task persistence, and peaceful conflict resolution all of which are a part of the Illinois Social Emotional Learning Standards (SEL) (Okseon, 2012).

The purpose of this study was to examine the effects of being pulled from physical education class for RtI services has on the personal and social development of students. Do students being pulled from physical education class for RtI learn less about personal and social responsibility than students who participate on a regular basis? How is missing physical education class preventing students from practicing personal and social responsibility? It is hypothesized that students will learn less about personal and social responsibility and receive less time to practice these characteristics. Results from this research study will be used to have all students participate in physical education on each scheduled day rather than having them pulled for RtI interventions.

Terminology

Physical activity: any bodily movement produced by skeletal muscles that requires energy expenditure-recommended 60 minutes every day (CDC, 2015)

Response to Intervention (RtI): A three-tiered approach to helping students with behavioral

or learning needs

Teaching for Personal and Social Responsibility (TPSR): guide students in developing positive relationships with each other, teach life skills through a physical medium, teach self-reflection, empower youth to make personally and socially responsible decisions, and enable them to transfer these skills beyond the gym (Diedrich, 2014).

Methods

Participants and Settings

The school where this study took place, CR Hanna Elementary, enrolled 468 students in which diversity ranges were White (93.9%) Black (0.3%) Hispanic (4.1%) Two or More Races (1.7%). Ninety-one percent of those students were from low-income households. The school received an “Exemplary School” rating which means it fell within the top 10% of schools within the state of Illinois and it did not have any underperforming groups of students. The average class size was 21 students per classroom while the state averages 20 students per classroom. CR Hanna Elementary employs 67 full-time teachers. This includes one social worker, one school-psychologist, one RtI coach with four aids, and two speech therapists. Administratively, CR Hanna has one principal.

CR Hanna houses Kindergarten through 5th grade students. This school participated in a three-tier RtI service in which students were tested and then placed, based on their scores, in one of the three-tiers for a variety of interventions. Students who fell within the first-tier received general academic education within their own classroom but students who fell within the third-tier received special education services during those specific academic times. Students who fell within the second tier were pulled from PE and received their additional services during that time.

Participants were 75 students, 40 boys and 35 girls, aged 10-11 who attended CR Hanna, located in a rural community in western Illinois. There were no students who were excluded from the research. The students represented a purposeful convenience sample. The fifth-grade was chosen because of their ability to understand the questions, the purpose of the study, and their ability to express their emotions/understanding of the subject. Students spend 50 minutes in each specials class rotating every 25 minutes between two different specials (PE, music, and library) and on the fourth day spending 50 minutes in art. The students work on a four- day schedule (A/B/C/D) in which they participate in PE for three of the four days (Chart 1). This is a continuous schedule that allows for equal opportunity between all the special courses. For example, one fifth-grade class will have physical education (PE) and music on B day, PE and library on C day and the PE class is shared with another fifth-grade class. On D day this fifth-grade class will have PE alone and then go to music and then the next day, A day, they will attend art class for the full 50 minutes. This rotation then just starts over with a B day the next day. This is a schedule for the typical PE student. Students who are in RtI, for which they are pulled from physical education, only have PE one day a week. A typical schedule for an RtI student would be B day: RtI and music; C day: PE and library; D day: RtI and music; A day: art. Permission to complete this research study was granted by the building principal and was approved by and complied with all Illinois State University Internal Research Board protocols.

Data Collection

Data collection was a mixed-method approach, using exit slips, a survey and a TPSR checklist of informal observations. These three methods of data collection took place during one unit of 8 total days in which each class was present in PE for 6 of the eight days.

Instrumentation

Exit Slips

Students completed exit slips during the final minute or two of 3 different PE days of class, completing one section each class period (see appendix A). The exit slips were designed with one specific heading and/or idea from the TPSR Framework with four statements and one or two open-ended questions adapted from the authors Lund & Tannehill (2015). The students would read through the heading, mark whether they observed the four behaviors within themselves and then briefly describe a specific event that occurred to illustrate their understanding of the concept/idea. Students were given a pencil, a piece of paper, and spread out on the gym floor. The students were required to write their name on the paper just to be able to have the paper returned to them for the next class period when the next section was to be filled out. Students' names were de-identified during data analysis. Students who did not participate in class completed the exit slip outside of the class. These exit slips were completed before attending lunch recess, when the students were free from academic responsibilities and the teacher had a prep time.

Survey

Participants completed the survey measuring students' opinions of being removed from physical education at the beginning of one class period (see appendix B). The survey contained fifteen statements with three different levels of agreement for the students which was created by the teacher. The students read through each statement and decided whether they Agreed, Disagreed, or Did not know for each statement. Again, students were given a pencil, a survey, and asked to spread out on the gym floor. Students were given as much time as needed in to finish the survey. General Education participants completed the survey on a day they attended

PE and each RtI participant completed the survey at the end of the day after they were pulled from PE to receive academic services.

Observation/Behavior Checklist

An informal observation checklist (see appendix C) was also completed by the teacher highlighting important TPSR behaviors during class time. The checklist consisted of five different behaviors: Respects Self, Respects Others, Respects Equipment, Communicates Well, and Works Cooperatively which were adapted from Lund and Tannehill (2015). If a student displayed a behavior the entire class then they received an (!) mark, if they displayed it for part of the time they received a (+) mark, and for the students that did not display the behavior or struggled during class they received a (-) mark. Observations of the students who did not participate in PE class due to RtI, the days, thus not in attendance in PE, the teacher observed their behaviors during lunch recess time but were marked and observed using the same checklist. Students participated in class sizes ranging from 18-36 depending on what day it was and how the schedule fell.

Data Analysis

Participants (n=75) were selected due to their understanding of the curriculum and their ability to answer the survey and exit slips efficiently and honestly. The teacher and social worker collaborated all year long on implementing a personal and social behavior curriculum in which these fifth-grade students participated in PE class. During the selected unit, students came into class and did their daily warm up routine, following the conclusion of their warm up and instructions for the day the teacher would present a short lesson on a focus of what she expected to observe from them behavior wise, except for the day of the survey the students filled out the survey instead. After the conclusion of the mini-lesson, students would continue

with the remainder of the lesson or physical activity for the day and then conclude their day with an exit slip or whole-class discussion on what happened throughout the class time.

Students would then leave the gym to return to the rest of their academic day.

Exit Slips

Participant responses to the exit slip's open-ended questions were analyzed through the process of open-coding and constant comparative techniques to see if there are any recurring themes or ideas. These commonalities were presented with the totals of recurring ideas listed and how many times they were observed (see Table 3). First, each exit slip was analyzed using open-coding in which the primary researcher read them and made notes in the margins. Pre-existing codes, highlighting elements of TPSR, were then used to find trends among responses and they analyzed personal and social responsibilities participants observed within themselves or their other classmates during PE class.

Survey

The survey asked students for their opinions of physical education and how they felt if they miss class. During this part of the study, all students participated, and all the participants' data were de-identified. This survey was developed by the researcher according to her experience inside the classroom. The questions were written according to specific situations that have happened previously within the classroom. The surveys were analyzed and percentages for each response and each group of students (general students and RtI students) and are in Table 2.

Observation/Behavior Checklist

The checklist was used to analyze demographics and descriptive statistics. Each student was given six check marks for the six days they were observed in each of the five categories.

Those check marks were then inserted into a spreadsheet to find percentages and behavior differences amongst the general population and RtI students. The informal observation came from the researcher watching the class to see if students were demonstrating good personal and social responsibility according to the Illinois State Social Emotional Learning Standards (SEL). This checklist was developed by the researcher with inspiration from Parker and Stiehl's teacher observation table (Lund & Tannehill, 2015). Data are organized in Table 3 based on frequency of occurrence and sub group designation (general vs. RtI students).

Results

The aim of this study was to determine the effects of being removed from physical education for RtI on personal and social responsibility development. The hypothesis was that students who participate during the allotted physical education time will learn and display more personal and social responsibility than those who are pulled for RtI services.

Observation/Behavior Checklist

Students, 75 fifth-graders, were observed for six days under five categories: respects self, respects others, respects equipment, communicates well, and works cooperatively (Appendix C). Data shows that of the students who attended PE regularly, 69 participants, displayed respect for themselves 79% of the time; 77% respected others, 95% respected equipment, 84% of the time communicated well and appropriately; and 78% of the time they worked cooperatively with others. Students who were pulled for RtI services, 6 students, displayed respect for themselves, others, and equipment 67% of the time. As for communicating well and working cooperatively with others, they displayed the correct behavior 42% of the time meaning they did not display the correct behavior 58% of the time.

Survey

The survey responses were analyzed for students' beliefs and opinions on the importance of physical education during their academic school day (Table 2). Some examples of results are: of the 69 students, 64 students believe that PE is an important part of their week and four of the six RtI students believe in its importance. When the students were asked about whether PE was just as important as others like math, reading, or science only 50% of students who are pulled for RtI believed it is as important and 75% of the general student population see its equality. 16.7% of RtI student disagreed that PE should be optional and 65% of general students don't believe it should be optional. When the students were asked if they get upset about missing PE 50% of the RtI students are upset and 72% of the general population get upset. For full list of survey questions and results please see Table 2.

Exit Slips

Word and concept frequencies were collected from the exit slips the students filled out and a summary of findings has been provided with the results (Table 3). The most common words or concepts for general PE students were encouragement (56; 19.5%), trying best (40; 14.1%), helping others or others helping them (37; 13%), being a good teammate (33; 11.6%), and reacting correctly to situations that happened (29; 10.2%). Others mentioned were complimenting others, learning expectations, following directions, nothing or I don't know. Examples of some answers were:

“I saw someone ask the teacher if he could carry out something for her.”

“I learned that it causes a better solution when you have self-control. It results to a better compromise.”

“I showed respect to someone by saying excuse me.”

“I demonstrated some things to someone who didn’t understand.”

“I let other people do a position even though I wanted to.”

“I failed to make it home base but I was ready to try again.”

Participants in RtI most commonly used word or concept was helping others or others helping them (7; 35%) or there was no answer at all (6; 30%). Being a good teammate, reacting to situations, complimenting others, or listening to the directions were all mentioned once.

Examples from RtI students were:

“I didn’t bully nobody.”

“I cared for the people on my team.”

“You should help people.”

“I help with game in PE.”

Discussion

“Academic benefits of physical activity could outweigh the health benefits of youth, yet there are still schools cutting back physical education programs and engaging in the practice of pulling students from PE class to provide academic interventions...decreases in daily time spent in physical activity can impact K-12 students’ academic efforts which is counterproductive to reasoning used to advocate cutting physical education time” (Okseon, 2012). The purpose of this study was to find out if students who don’t attend PE class regularly due to attending RtI services develop the same personal and social responsibilities as students who attend on a regular basis. It was predicted that with the data collected, students who attended PE on a regular basis according to their academic schedule would display more character attributes of personal and social responsibility than those students who did not. The strongest data that was collected to show this was the observation chart in which the students were watched for six

days to see if they displayed certain behaviors. The data were collected, and it was determined that a higher percentage of students who attended PE regularly did in fact display more responsible behaviors under the five different categories. It can also be seen that when the students were surveyed or questioned about PE, students who attend regularly have a more positive opinion on the subject and understand the importance of PE and why they need to attend the class. The highest form of responsibility that all the students showed was respecting equipment. However, the point where the students showed the biggest difference was in the categories of communicating and working cooperatively. This could be hypothesized that it is because RtI students do not get as much group/teamwork practice during their extra academic work as students who are participating in PE.

Limitations

The limitations of this study center around the amount of time allotted for the study to be conducted. The study only took place for eight days, six in which the students were in attendance of PE. The class periods only last 25 minutes for all of the research and lessons to take place. The sample size consisted of 75 students, all caucasian, from the same rural town. Since RtI students were pulled from PE class, four of their observation days had to be done during their lunch recess time which is a different setting than the majority of the other research.

This data can be used as a stepping stone for administrators to reconsider their scheduling of RtI during PE time. It can be used to start the discussion and to ask questions as to why they are allowing students to be removed from PE for academic interventions. They will see that PE is critical in providing students the opportunity to learn and display important personal and social characteristics. This research also gave students a chance to voice their

opinions and beliefs about physical education as well as assess whether they are actually learning and retaining the personal and social responsibilities. The importance of this research and data conclusion speaks for itself in reassuring the importance of physical education as not only a place to be active and learn skills but to develop students as responsible and overall good students.

Youth today are exposed to less than empowering messages from a host of sources whether it be social media, music, television, or their friends and physical educators have the opportunity to create a climate within their classrooms to change that negativity to positivity (Lund & Tannehill, 2015). In doing so, changing the focus from a strict physical activity curriculum to a mixed-curriculum adding in aspects of personal and social responsibility standards, can educate the students and allow opportunities for them to practice better and more positive behaviors. In a study done by Balderson and Sharpe (2005), personal accountability and personal responsibility characteristics improved when there were short-term treatments implemented within the classroom. Giving students the opportunity to take leadership roles proved to be an effective way to reduce undesirable social behaviors and increased the desired behaviors (Balderson & Sharpe, 2005).

The teaching personal and social responsibility (TPSR) model, developed by Hellison, surfaced in the 1970s (Diedrich, 2014). This model challenges and encourages students to take responsibility for their own physical, emotional, and social needs which fits perfectly into a physical education curriculum (Diedrich, 2014). Within this study, Diedrich used teachers to expand their normal curriculum to involve TPSR to help students take on more personal and social responsibility. This research allowed for open discussion and exploration of TPSR characteristics like self-control, self-responsibility, self-direction, leadership, and out of the

classroom. Observations done showed that students were willing to take more self-control over their decisions affecting themselves and affecting those around them (Diedrich, 2014). Another study, done by Buisic and Dordic (2018), of elementary aged students in physical education class resulted in Hellison's model of TPSR producing the largest effects in the domain of motor learning, responsibility and self-determined motivation among the students when compared to another group of students learning under a standard curriculum.

CHAPTER II: LITERATURE REVIEW

Introduction

The purpose of this review is to see what the effect of removing students from physical education (PE) class for Response to Intervention (RtI) of core subjects has on the social and emotional growth of students. Educators are becoming increasingly aware of the importance of a student's emotional well-being and the effect it has on their academic success as well as connecting physical activity to both social and personal responsibility and academic success (Eklund, Kilpatrick, Kilgus, Haider, & Eckert, 2018). Although educators see the importance of this connection, states are trying to push more focus on the academic abilities of students and the physical education side is suffering. This is putting the question mark on personal and social responsibility and physical fitness importance for our students. To keep physical education in our schools, this literature review looks at research that has been done to make a connection between PE class, RtI and what integral character-building students are missing out on when they are removed from PE to receive support for their academic subjects. Key terms that will be used during this review are the Healthy Fitness Zone (HFZ), Needs Improvement Zone (NIZ), both defined by the FitnessGram Fitness Testing as zones where students are located on scale according to their testing scores. More key terms include, *core subjects* are those subjects students are formally tested on from the state (math and reading), RtI is Response to Intervention, a multi-tiered intervention process for students with academic or behavioral needs and Social Emotional Learning Standards (SEL) and Teaching Personal and Social Responsibility (TPSR). This review will discuss physical fitness and academic performance, Physical Education and Response to Intervention, student motivation, attitude and opinions of physical education, ISBE PE standards and SEL standards, and mandates and legislation.

Legislation and Mandates

Shape America (2017) suggests that schools provide elementary aged students with 150 minutes of instructional physical education per week. Previous legislation under the No Child Left Behind Act required schools to report their yearly test scores publicly (Helen & Ning, 2013). The pressure of meeting the requirements forced schools to feel like they had to choose between more instructional time and less physical activity time (recess, PE, other sport related activities). Previous research has shown that school policies can contribute to both positive and negative physical activity time, but more and more states are beginning to cut mandated PE time (Helen & Ning, 2013). For example, in the state of Illinois, a mandate was just passed that schools can reduce daily required physical education to only three days a week (Burnett, 2017). In an average 30-minute K-6 PE class students are only being active for 11 minutes, which is less than 37% of the total class time (Rink and Hall, 2008). van der Mars (2018) claims in his research that the governing bodies of physical education, SHAPE America and NASPE, are struggling to make sure that state policies are recognizing the importance of physical education and therefore physical education is remaining in the position of a mediocre subject.

Another issue facing physical education classes according to Jinsook and Hermann is the ability to have students opt out of class (2016). There are up to ten different reasons students can forego their physical education and not participate in the class. This is giving the impression that physical education can be replaced by other subjects and is not important enough to even show up for.

In 2015, Illinois implemented rules on administration and data reporting of physical fitness assessments for grades 3-12 in which grades 5, 7, and 10 are reported directly to the state (ISBE, 2018). A government document sent by the Illinois State Board of Education says

the requirement of state testing is an effort to meet State Goal 20, where students achieve and maintain a health-enhancing level of physical fitness (ISBE, 2018). Based upon continual self-assessment, fitness testing can help students identify their fitness levels and set goals for improvement throughout the school year or the further future (ISBE, 2018).

In 2003, the Illinois State Board of Education adopted the Illinois Social and Emotional Learning (SEL) Standards where the students acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; make responsible decisions; and handle challenging situations constructively (ISBE, 2018). As far as the Illinois Physical Education Standards go, the fourth standard is the most relatable to the topic stating: “Exhibits responsible personal and social behavior that respects self and others” (Lund & Tannehill, 2015).

Physical Education and Response to Intervention

The question can be posed that if physical education is just as important as math and reading, why are we more concerned with getting students extra help in only those core subjects and not giving students who fall below the HFZ the opportunity to better themselves physically? Students are being pulled from physical education class to receive interventions for those core academic subjects if they do meet or exceed expectations. Dauenhauer (2012), along with Keating and Lambdin (2017), have put together a strategy and framework in order to implement a Response to Intervention tiered system for students who do not fall in the healthy fitness zone or exceed the healthy fitness zone and/or skills testing for physical education. There are no current research studies to provide data on the subject only articles explaining how a Response to Intervention system would work in physical education.

Students' Motivation, Attitudes, and Opinions of PE

Motivation and attitude are two parts of our students that are crucial to making a physical education class successful. The part that needs to be pinpointed down, according to this research study, is what parts of physical education class makes our students more likely to participate and/or be motivated to do their best (Scrabis-Fletcher & Silverman, 2017). The purpose of this study was to examine the relationship of attitude and perception of competence in an effort to gain an understanding of the relationship between the two and their shared attributes and factors (Scrabis-Fletcher & Silverman, 2017). The research had two parts: an examination of perception of competence and student attitude for grade and gender and also to explore the attitude and perception of competence relationship (Scrabis-Fletcher & Silverman, 2017). The researchers began by surveying 1281 middle school students in physical education class using the Middle School Physical Education Perception of Competence Survey and the Student Attitude in Middle School Physical Education Survey (Scrabis-Fletcher & Silverman, 2017). Of the students surveyed, 313 were 6th grade, 581 were 7th grade, and 387 were 8th grade. Seven schools in both urban and suburban areas were represented and 11 PE teachers, both male and female were used to collect data. After the surveys were collected and analyzed, a decline was observed in perception of competence and attitude across most factors for each grade (Scrabis-Fletcher & Silverman, 2017). For the attitude analysis, although there was a decline in several factors, there was an increase for enjoyment and perceived usefulness for eighth grade students. Little difference existed when comparing genders and the two factors being questioned share similar characteristics but function independently from each other but major factor in students not enjoying the subject can come from previous experience and the lack of positive involvement.

Mohammed and Mohammad (2011) provide a study of adolescent students in Kuwait who lack the motivation to fully invest themselves into physical education. Though the study is limited in resources it provides a small insight into what both male and female students find important about physical education and what deters them from liking the subject. More than half the female students believed that their teachers did not have an interest in teaching the subject and majority of them only thought the subject should be fun.

Conclusion

Although there has been a lot of research done on the relationship between physical activity and academic achievement for the average elementary student, no studies put the focus on students who are pulled from PE classes to receive additional academic instruction. That is why this study is important because it needs to be seen how this removal from physical activity is affecting our students' social and emotional growth. The research shows that physical activity has a positive impact on test scores and academic achievement so why are students continuing to be pulled from PE class to receive further academic support?

Table 1: Observation Checklist

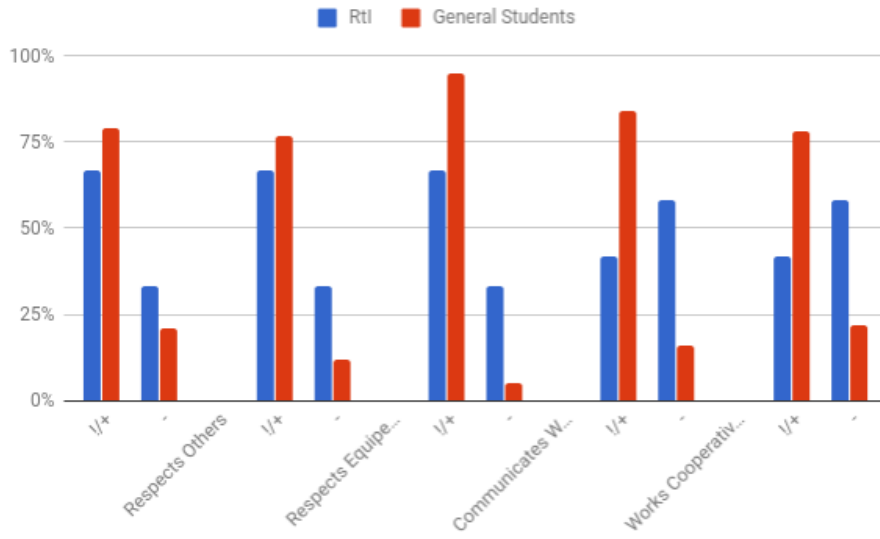


Table 2: Student Survey

	Students Pulled for RtI N=6			General Students N=69		
Question	Agree	I don't know	Disagree	Agree	I don't know	Disagree
1	66.7%	16.7%	16.7%	92.8%	7.2%	
2	83.3%	16.7%		68.1%	31.9%	
3	66.7%	16.7%	16.7%	53.6%	21.7%	18.8%
4	16.7%	33.3%	50%	31.9%	14.5%	53.7%
5	50%	16.7%	33.3%	71%	13%	16%
6		50%	50%	14.5%	29%	56.5%
7	100%			94.2%	5.7%	
8	16.7%	66.7%	16.7%	20.3%	14.9%	79.8%
9	33.3%	33.3%	33.3%	52.2%	34.8%	13%
10	83.3%	16.7%		84.1%	8.7%	7.2%
11	66.7%	33.3%		72.5%	26.1%	1.4%
12	83.3%	16.7%		88.4%	7.2%	4.3%
13	33.3%	50%	16.7%	26.1%	29%	44.9%
14	3	50%		72.5%	15.9%	11.6%
15	33.3%	33.3%	33.3%	81.2%	14.5%	4.3%

Table 3: Student Exit Slips

RtI Students N=6 Total Comments=20		General Students N=69 Total Comments= 284	
Words/Concepts	Number of Appearances	Words/Concepts	Number of Appearances
Help	35%	Help	13%
Teammate	5%	Teammate	11.6%
Compliment	5%	Compliment	8.8%
React	5%	React	10.2%
No Answer	30%	Nothing	8.1%
Listen	5%	I don't know	3.5%
Tried	15%	Follow Directions	5.6%
		Trying Best	14.1%
		Encouragement	19.7%
		Learn	5.3%

Figure 1: Specials Schedule

CR HANNA SPECIALS 2018-19

		A					B					C					D					
		PE	PE	Music	Lib	Art	PE	PE	Music	Lib	Art	PE	PE	Music	Lib	Art	PE	PE	Music	Lib	Art	
5	8:10		53	52	51	54	54	53	51		52	54	53	52		51	54		51	52		53
	8:35	51	52	53		54	51		54	53	52		52	53	54	51	51	52	54			53
4	9:00	41	42	43		44	41		44	43	42		42	43	44	41	41	42	44			43
	9:25		43	42	41	44	44	43	41		42	44	43	42		41	44		41	42		43
3	9:50		33	32	31	34	34	33	31		32	34	33	32		31	34		31	32		33
	10:15	31	32	33		34	31		34	33	32		32	33	34	31	31	32	34			33

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APPENDIX A: STUDENT EXIT SLIP

What did I learn in PE today?

5th grade students

Self-control

___ I did no name-calling

___ I listened to the teacher

___ I didn't physically hurt anyone

___ I stopped when the teacher asked

What else did I learn about self-control? _____

Effort and Participation

___ I worked hard the whole time

___ I tried something that was difficult

___ I stayed on task

___ I worked hard even when the teacher wasn't looking

What else did I do to participate to my fullest? _____

Caring and Helping

___ I helped someone who didn't understand

___ I complimented someone

___ I taught someone something

What else did I do to help show that I cared? _____

What is one way that you showed respect or someone showed respect to

you? _____

APPENDIX B: STUDENT SURVEY

Please read the statements carefully and circle the response that best represents your opinion/feeling.

1. Physical education is an important part of my week.
Agree I don't know Disagree
2. Physical education makes important contributions to my overall development.
Agree I don't know Disagree
3. Physical education provides me with a break from other academic subjects.
Agree I don't know Disagree
4. Physical education is the same as recess or free play.
Agree I don't know Disagree
5. PE is just as important as other school subjects, such as math, reading or science.
Agree I don't know Disagree
6. Physical education should be excluded from the curriculum.
Agree I don't know Disagree
7. Physical education teaches children about health and fitness.
Agree I don't know Disagree
8. Physical education should be optional for me.
Agree I don't know Disagree
9. Participating in physical education helps me improve academically.
Agree I don't know Disagree
10. I enjoy physical education.
Agree I don't know Disagree
11. I believe that physical education makes a valuable contribution to me.
Agree I don't know Disagree
12. I think the skills and knowledge I learn in PE class are going to be important for me throughout my life.
Agree I don't know Disagree
13. It's okay to take me out of PE to make up missed work in other academic subjects.
Agree I don't know Disagree
14. It upsets me when I miss PE for other classes or appointments.
Agree I don't know Disagree

15. I learn a lot about how to treat myself and others during PE.
Agree I don't know Disagree

APPENDIX C: TEACHER OBSERVATION CHECKLIST

Did the students exhibit personal and social responsibility?

Student Name	Respects Self	Respects Others	Respects Equipment	Communicates Well	Works Cooperatively	Comments

Respects Self

- ! Remains positive, participates and works to best ability**
- + Sometimes down; occasionally not working at full potential (going through the motions)**
- Does not participate with full effort**

Respects Others

- ! Helps others when in need; open to others' ideas, listens**
- + Sometimes helps others; sometimes open to ideas; sometimes listens**
- Lets other struggle; not open to ideas; interrupts when others are speaking**

Respects Equipment

- ! Appropriate use of equipment; returns equipment to proper place**
- + Sometimes uses equipment properly; sometimes returns it properly**
- Total disregard for equipment**

Communicates well

- ! Describes emotions in a socially acceptable manner**
- + Sometimes describes emotions in an acceptable manner**
- Does not communicate in an acceptable manner**

Works Cooperatively

- ! Takes turns with others, works with teammates, and shares**
- + Shares sometimes, sometimes works with teammates or sometimes takes turns**
- Never shared, never took turns, never worked with teammates**

APPENDIX D: PARENT/GUARDIAN ASSENT

Letter home to parents:

To Whom It May Concern:

My name is Morgan Matson and I am your child’s Physical Education Teacher at C.R. Hanna and I am currently enrolled at Illinois State University completing my master’s degree. In order for me to fulfil my requirements I am incharge of completing a study that will require participation on behalf of your student.

Students are getting pulled from PE class every single day to obtain extra help in different subject areas whether it be math, reading, speech, counseling, etc. and they are missing out on the important lessons we are learning in PE class. Though these students receiving the needed help is rather important, I believe them being involved in physical education class is just as important for health, physical, and character building reasons. The study I am choosing to conduct is finding out how the students feel about being pulled from Physical Education class to receive this additional core subject assistance. It is a simple questionnaire in the form of a “Agree, I don’t know, Disagree” scale in which the students will answer a few statements on their beliefs of physical education and RtI.

I would like to have your permission in order for your student to answer the questionnaire. Their data, even if deidentified, will not be used in other research projects. Please sign the students name below as well as your own in order to signify your cooperation with my research.

Thank you so much for all of your help in my continuing education.

Student Name

Parent/Guardian Signature

Date

Sincerely,

Morgan Matson
C.R. Hanna Elementary School
Physical Education Teacher

Appendix E: STUDENT CONSENT

STUDENT NAME: _____

You are invited to participate in a research study conducted by Morgan Matson from Illinois State University, also known as your PE teacher. I would really like to know how you feel about being pulled from PE class to go to RtI.

If you decide to participate, you will complete a questionnaire about how you feel. This study will only take about 15 minutes after you are pulled from PE class to go to RtI, all taking place through C.R. Hanna Elementary School.

The only reason your name is at the top is so I can keep for my records whether you said yes or no to participating in this survey. After you say yes or no, your name will not be used for anything else.

Your participation is voluntary. Your decision whether to participate will not affect your relationship with C.R. Hanna or Mrs. Matson. If you change your mind, you can let Mrs. Matson know before the questionnaire week is over.

If you have any questions about the study, please feel free to come ask me. If you wish to participate please check the 'yes' box and if you wish to refuse participation please check the 'no' box.

Thank you!

Yes No

Mrs. Matson